

## **Monitoring and Evaluation**

### **Introduction**

- At Newton Solney School we recognise the need to monitor teaching and learning in order to improve and raise standards of attainment for our pupils.
- Through this process we aim to support the School's Improvement Plan and the professional development of individual members of staff.
- Members of staff are encouraged to self evaluate individually and as part of a team.
- This is an ongoing process which will inform future planning, developments and actions.
- The process will support our whole school approach and encourage consistency and entitlement and promote confidence.

### **Monitoring of Curriculum Planning**

- The headteacher and staff work together closely to determine medium term curriculum planning.
- Planning follows closely the EYFS materials, National Curriculum and takes into account termly topic area.
- Individual class teachers are responsible for weekly short term planning.

### **Lessons observations**

- An ongoing programme is established to ensure that each member of staff will be observed by the headteacher or co-ordinator in literacy, phonics, numeracy, science or R.E. within the year.
- In all cases oral and written feedback will be given as soon as possible.
- Curriculum governors, are invited to observe lessons throughout the school in literacy, numeracy, R.E and science within the academic year. They will report back to the whole governing body.

-2-

Curriculum committee meetings will consider policies as they are developed and need to be reviewed before reporting back to governors.

### **Rolling programme**

e.g.

Autumn 1 and 2 - literacy and phonics.

Spring 3 and 4 - numeracy and RE.

Summer 5 and 6 - science.

### **Self-evaluation**

The school promotes and encourages a policy of self-evaluation in all aspects of its work in the following ways:

- The headteacher or curriculum governors report on a termly basis to governors and includes information on the development of current curriculum priority, the progress of pupils towards targets and data analysis.
- Curriculum governors inform the governing body following observations in the classrooms and policy amendments.
- Curriculum co-ordinators report to the headteacher and to individual teachers on the strengths and weaknesses of their subjects.
- The headteacher via Performance Management reports to individual members of staff on teaching/learning strengths and weaknesses.
- Class teachers record notable strengths and weaknesses of their teaching on their daily plans in order to inform future planning.
- The school's policy on Performance Management encourages staff to self evaluate their own performance.
- Class teachers evaluate strengths and weaknesses of their pupils learning on a daily basis. They report to parents verbally at Parent Teacher consultations and if appropriate on additional occasions and in writing through annual reports.
- Through QDD the headteacher evaluates to the LA the school's progress towards its improvement priorities.
- The school's SIP partner with the headteacher delivers the LA's SIRR to governors on an annual basis to inform discussion on target setting and improvement.

-3-

- The staff and governors evaluate the school's progress through the SES (school self evaluation summary) and SIAS which is regularly updated.
- Pupils self evaluate their work as appropriate.

This policy was reviewed by staff in February 2013, reviewed by the Teaching and Learning Committee in March 2013, and agreed at the Governor' meeting on 18<sup>th</sup> March, 2013.

Heidi Elks